

«Training in the interests of participation of deaf and hard of hearing people since birth and during school»

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The presentation

- No Project
- I am presenting a study curriculum!

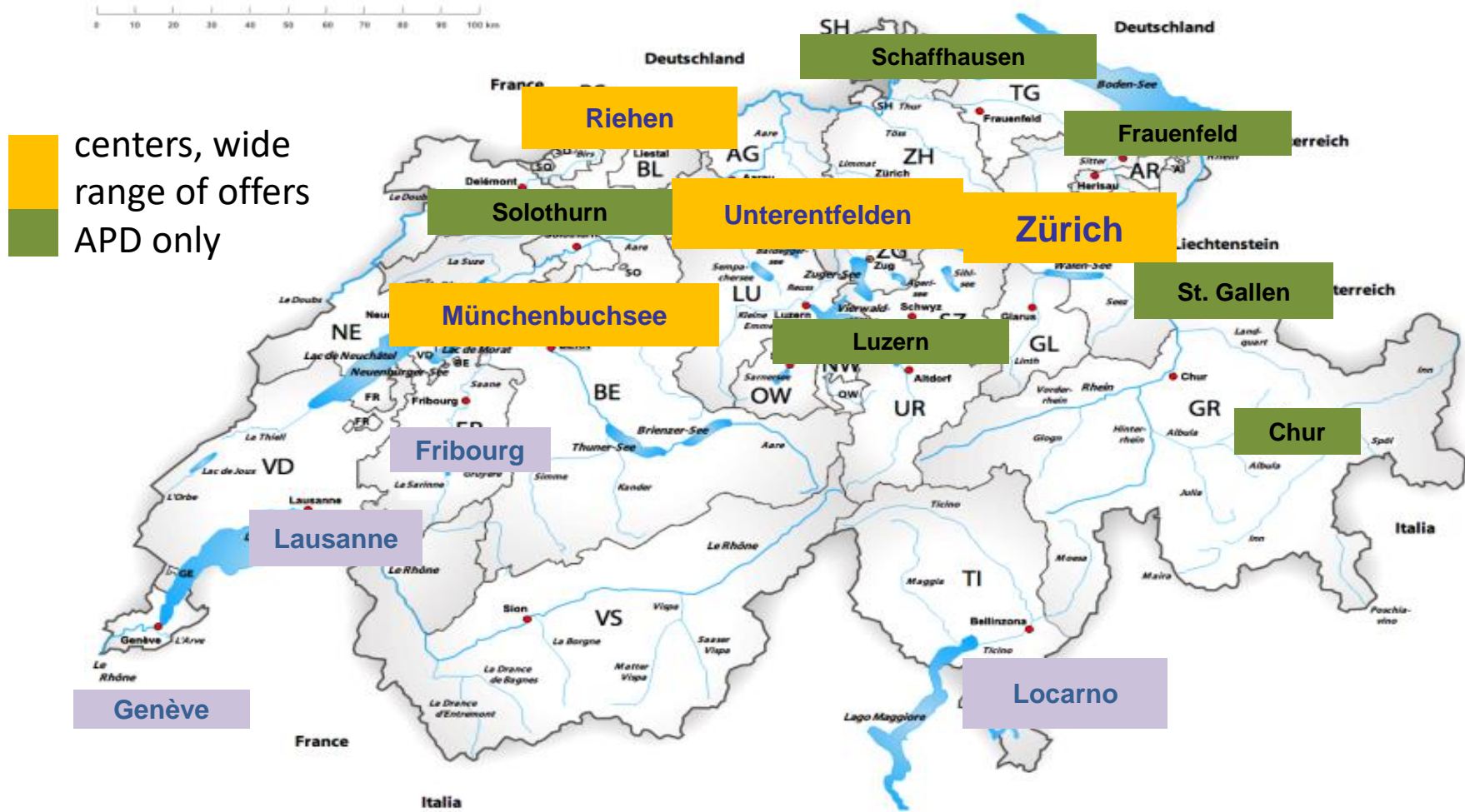
The program

- MA Special need education, in-service training
- Requirement: teacher/kindergarden training & experience
- Specialisations:
 - «Pädagogik bei Schulschwierigkeiten»
 - «Pädagogik für Menschen mit geistiger Behinderung»
 - «Pädagogik für Schwerhörige und Gehörlose» → 10-15 students every second year
 - «Pädagogik für Körper- und Mehrfachbehinderte»
 - «Pädagogik für Sehbehinderte und Blinde»

Schooling practices of deaf and hard of hearing in Switzerland (German speaking part)

- early childhood intervention «Heilpädagogische Früherzieherin / Heilpädagogischer Früherzieher»
- Integrative school settings «Audiopädagogin / Audiopädagoge» → APD = Audiopädagogischer Dienst
- Mixed school settings
- Special schools
 - bilingual
 - oral
- Additional
 - extracurricular offers
 - therapy

Schooling practices of deaf and hard of hearing in Switzerland (German speaking part)



Schooling practices of deaf and hard of hearing in Switzerland: Example

– Situation in Zurich:

- «BSFH: Berufsschule für Hörbeeinträchtigte»
- «Sek 3»
- «**ZGSZ**: Zentrum für Gehör und Sprache »



Study Contents

- Effect of a hearing disability on development (communication, sensory development, emotional development, social development, identity, cognition)
- Diagnostics
- Concepts of how to support learning in deaf and hard of hearing students
- Supporting language development
- Principles of didactics (in inclusive settings), didactics of mathematics and language
- Physiology and pathology of hearing, hearing aids incl. cochlear implants

Focus: Communication

People who are deaf or hard of hearing use a variety of ways to communicate:

assistive listening devices, lip reading, reading, sign language (interpreters)

The method of communication can vary depending upon

- abilities of the person
- on the complexity
- on the nature of the communications

→ Adaptive expertise to support and facilitate communication

Focus: School Counseling

- How to optimally organize the classroom (acoustical advice, position,
- How to communicate (face the person directly; speak in a natural way, how to get attention)
- Which didactical decisions support learning (giving the context, hearing brakes, structuring of teaching, verifying if they understood)
- Working together as a support team

Focus: Family Counseling

- Early learning takes place at home, in specific contexts
- Enable social interactions – enable learning
- Key themes: accepting, communicating, finding ones identity
- low-threshold technical/medical support

→ Diagnosing; acting and advising adaptively by effective scaffolding

Focus: interdisciplinary work

- Teachers, social pedagogues, otorhinolaryngologist, psychologists, speech therapists, social workers...
- Especially important during transitions: birth/getting the diagnose, kindergarten/school, apprenticeship/work

Thank you for your attention!

Questions?

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